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THE UNIVERSITY EXTENSION MOVEMENT


by

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P L A N

THE UNIVERSITY EXTENSION MOVEMENT

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## I.

To find the first enunciation of the principle which underlies the modern university extension movement the student must go much further back than a cursory examination of available records would show. It is commonly thought that the first acknowledgment of responsibility of universities to those unable to attend them in the regular way was made by the University of Cambridge. In the year 1873 that university inaugurated her extension lectures under the direction of Mr. James Stuart, at that time a Fellow and Lecturer of Trinity College. This is usually considered the beginning<sup>1</sup> of the university extension movement.

However, one of the great English educators has shown clearly that at the very beginning of the University Movement the same underlying causes were at work as those which have given rise to the University Extension Movement. These causes he enumerates as follows:

"(1) The introduction of new subjects of study as embodied in a new or revived literature. (2) The adoption of new methods of teaching which these subjects rendered necessary. (3) The growing tendency to organization

1. Dr. Roberts in Eighteen years of University Extension.





which accompanied the development and consolidation of the nationalities. It is a matter of general agreement that these earlier Universities took their rise usually in an endeavour to obtain and provide instruction of a kind beyond the monastic and Episcopal schools."

As the older Universities were founded to teach the contents of the body of knowledge revealed by the rediscovery of the ancient literature, in the same way the University Extension Movement has been found necessary to carry to the great mass of the people information disclosed by the rapid advance of the Natural Sciences. Particularly is it incumbent upon those in possession of this knowledge that they should show to the agriculturist and the artisan the significance of the discoveries of science in their callings. It is a matter of common knowledge that if the information relating to scientific agriculture now stored up in libraries and bulletins of experiment stations were in the hands of the man upon the land, agricultural practice would be at least a generation in advance of what it is at the present time. It is evident that the majority of the people cannot drop out of the ranks of the active producers for a term of four or five years to study and



master this essential information. Moreover, it is increasingly recognized that the older branches of learning such as Philosophy, History and Literature have messages of richness and content for the life of the busy men and women. The University Extension system seeks to connect in a vital way the body of available knowledge with those who hitherto have been beyond its direct influence.

Methods of teaching, which, if not entirely new, have been rediscovered in such fashion as to seem so, have been utilized for the purposes of this recent movement. The itinerant lecturer while a familiar enough figure in the streets and markets of Athens is a distinct innovation in the make-up of a modern university. The tutorial class for the working-man, the travelling library for the isolated rural community, the correspondence study course for the busy mechanic, the reference bureau for the harassed civic official, placing at his command for the solution of his problems all the resources of science, the provision for the student of public questions of reliable and up-to-date information, all these are among the new educational instruments which this modern system of education has fash-





ioned for its use.

And again, the tendency toward organization which resulted in national consolidations seven or eight hundred years ago has its most recent expression in the great industrial organizations of capital and labour peculiar to the time since the industrial revolution of a little over a century ago. Indeed every section and class of the modern community seems inclined to consolidate. One of the most striking indications of this tendency is the challenge which women are making for recognition on the same footing as men in practically all lines of endeavour.

Nor is the obligation which the leaders in the intellectual realm feel to share their privileges with those less favoured peculiar to these times. It seems to have been inherent from the beginning of the University Movement. As long ago as 1374 it was recorded in the endowment deed of Clare College, Cambridge, that that Institution was founded that the number of students might increase "to the end that knowledge, a pearl of great price, when they had found it and made it their own by instruction and study in the aforesaid University, may not be hidden under a bushel, but be





spread abroad beyond the University, and thereby give light to them that walk in the dark by-ways of ignorance."<sup>1</sup>

It would appear that the modern idea of the University as an esoteric institution, where only the privileged few might go, did not exist at the time of the founding of most, if not all, of the older Universities. According to an acknowledged authority<sup>2</sup> on this subject, the foundation statutes of these institutions usually required that "the persons accepted as students should include 'the poor', 'the indigent', 'men living on alms', in most cases the applicant being required to make affidavit to a condition of poverty." But the difficulty was that exceptions appear to have been made in favour of privileged persons and it was not long before student 1 "ut pretiosa scientiae margarita ab eis studio et doctrine in dieta universitate inventa et etiam acquisita non sub modio latent sed ulterius divulgetur lucemque praebeant divulgata iis qui ambulant in semitis ignorantiae tenebrosis." (Regula Collegii de Clare 1341). Eighteen years of University Extension. Dr. Roberts.

2. Dean Reber, University of Wisconsin in Paper before Eleventh Annual Conference of Association of American Universities.



ents were accused of wishing "to live more delicately than suits the poorer sections of the community and make the modus of their expenditure notably to exceed that which their founder by rule appointed." It is said that such a reproof was administered to the Fellows of Merton as early possibly as 1284. But according to an authority quoted by Dean Reber "the important difference between Mediaeval and Modern Oxford is not that in the Middle Ages the majority of the students were drawn from the poorer classes, but that in the Middle Ages the university was open to practically all who desired learn, irrespective of wealth or poverty."

Gradually through various influences the availability of a university education for the poorer class became less and attempts were made by different persons to restore this lost opportunity.

In the year 1575 Sir Thomas Gresham signed his memorable will providing for the foundation of Gresham College in London, the purpose of which was to provide for the needs of scholars and also for the needs of the general public. In an old paper of regulations of this institution appears the statement:

"Herasruch as the public reading of the said lectures is to be performed in that manner as may most



tend to the Glory of God and the common benefit of the people of this City (which we do not doubt to be the principle ends of the Founder in ordaining the said lectures) and for that the greatest part of the inhabitants of this City understand not the Latin Tongue, whereby the said lectures in short time may become solitary if they shall be read in the Latin Tongue only," it was ordained that every third lecture should be read in English--"which third lecture, to avoid confusion and interruption in the course of reading, may be the effect of the two former lectures which were read next before in the Latin Tongue."<sup>1</sup>

For different reasons this college does not seem to have accomplished the desire of its founder.

Seventy-five years later the master of Caius College, William Dell, in a pamphlet entitled The Right Reformation of Learning in Schools and Universities, wrote "that schools should be erected throughout the whole nation, not only in Cities and great Towns, but also in the lesser villages, and that there should be some Universities or Colleges for the instructing of Youth, but why these Universities and Colleges should

1. Dr. Roberts in an Address at Cambridge, July, 1908.



be only at Oxford and Cambridge I know no good reason wherefore. Doubtless it would seem suitable and more advantageous to the good of the people to have Universities and Colleges, one at least in every great town and city of the nation."

He was not slow to point out the truth embodied in the theory of manual training in schools, that students whose education has been derived solely from books are at a disadvantage in life, and so he contended that "Colleges being as hath been spoke, dispersed throughout the great Cities and Towns of the Commonwealth, it may be so ordered that the youth may spend some part of the day in some lawful calling, or one day in study and another in business as necessity or occasion shall require, and if this course were taken in the disposal and ordering of Colleges and studies it would come to pass that twenty would learn then where one learns now."<sup>1</sup>

It was not until 1850, two hundred years later, that the question of University Extension was raised again, this time by Rev. William Sewell, Tutor of Exeter College, Oxford, who laid before the University Commission a plan for establishing University Lectureships in centres throughout England where students

1. Quotation in Dr. Roberts' paper on University Extension<sup>n</sup>





might qualify for the Oxford examinations while still living at home.

It will be noticed that a sharp distinction appears in the last proposal and those of Gresham and Dell. The last is a scheme to cheapen the regular university education while the former proposals were devised to meet the need of other than regular students. These two underlying ideas have developed side by side in England, resulting in the founding of a number of Local Colleges and Universities on the one hand and on the other in the University Extension Movement proper, the last and best expression of which is found in the Tutorial Classes now carried on by or under the direction of a number of the British Universities.

Mr. Sewell's scheme, in the elaboration of which he enunciated the question since became the slogan of University Extension Work, "Though it may be impossible to bring the masses requiring education to the universities, may it not be possible to carry the university to them?", was rejected by the authorities on the ground that the available resources were needed for the intra rural work of the University.

Some years later there was a concerted demand from



the mechanics' institutes for lectures by university men. Lord Hervey in 1855 published a tract strongly advocating the granting of their request. His suggestions included a proposal for courses of six lectures to be given by "professors, to be nominated by the university." The poor railway service prevented the immediate adoption of this plan but it served to excite interest. The immediate result was the establishment of University Local Examinations by Oxford in 1857, and by Cambridge in 1858, which, according to Mr. Sadler, secretary to the Oxford Delegacy for University Extension, provided the administrative machinery afterwards used to arrange University Extension lectures under the supervision of these two universities.

To an organization of women teachers, however, belongs the honor of being the first to set on foot a scheme of real university extension work as at present understood. In the year 1867 the organization referred to, which was later known as the North of England Council for the Education of Women, invited Professor Stuart, of Cambridge University, whose name is most closely associated with the whole movement, to give them a course on the art of teaching. This he modestly declined to do,



but offered to "describe the art of teaching by showing a bit of it." On the acceptance of his offer he gave a course of eight lectures on astronomy, the first series of popular lectures in England. The same course of lectures was requested by other organizations and a circuit was formed. Professor Stuart introduced at this stage two other features which have been characteristic of University Extension in Great Britain, the printed syllabus and the written examination. This latter innovation met with some opposition on the ground that it was "unladylike for women to go into an examination, especially when conducted by a man." However, the difficulty was overcome by a compromise and the work went steadily on.

The next step in the development of the movement was taken in response to a request from the working men of Crewe that Professor Stuart should lecture at the Mechanics' Institute in that town. He consented and announced the subject "Meteors." By a peculiar coincidence it is said a brilliant meteoric shower occurred on the evening preceding that set for the lecture, with the result that the lecturer was confronted by an expectant audience of fifteen hundred. Needless





to say the lecture was a huge success, partially due to the spectacular press agent work of the well-timed meteoric display. A course of lectures followed and the principle of University Extension was firmly established among the working men of Crewe.

The development of the class in connection with the extension lecture was the result of an accident. Professor Stuart left a number of diagrams hanging up on the wall of the lecture room and found on his return that a number of the men had been examining them and had questions to ask. This formed the beginning of what is now the generally accepted form of the tutorial class, a lecture period of one hour and an hour for discussion of points raised in the preceding lecture. So that in these early attempts all the essential features of the extension work of to-day were exemplified, lecture, class, syllabi, and examination.

After delivering courses of lectures at Leeds, Liverpool, Manchester and Sheffield Professor Stuart appealed to Cambridge University to definitely commit itself to extension work along the lines he had been following. His request was acceded to by Cambridge in 1873 and her lead was followed by the founding of the London University Extension Society in 1876 and the commencement of



extension work by Oxford in 1878. At the present time practically all the universities of England and Scotland are engaged in some form of extension. Among those which may be mentioned which issue full reports are Oxford, Cambridge, Liverpool, Victoria, Manchester, London.

Right at the outset one of the constantly recurring problems of University Extension was encountered, the difficulty of finding men with the peculiar qualifications needed to make a success of this form of instruction. According to Dr. Roberts the successful extension lecturer "should be able to speak fluently in public, and have the power of putting the principles of his subject clearly and attractively before his audience. He must also be a man of tact and sympathy, and should possess the art of conducting a class so as to induce the students to ask questions and put their difficulties freely to him." A high standard of excellence indeed, this which is demanded! but we may remark the same should be required of any teacher who is to make a success.

In the petition which was addressed to the University of Cambridge in 1872, three special classes of people were specifically mentioned as likely to be ben-



edited by the establishment of lecture courses.

(1) Ladies and persons at leisure during the day.

(2) Young men of the middle classes, clerks and others engaged in business who have only the evenings at their disposal.

(3) Artisans.<sup>1</sup>

In the arrangement of the courses at Derby, Nottingham, and Leicester--where the University Extension scheme was inaugurated--provision was made for these three classes.

The lectures for the first class were given during the day and for the others in the evening.

Some peculiar information was obtained by these early experiences. Ladies of leisure attended in numbers and they have continued to be among the most enthusiastic supporters of the movement, while the evening lectures were attended by thoroughly mixed audiences but by a comparatively small number of the second class.

One of the outstanding features of University Extension Work in England has been the enthusiasm with which persons of advanced age have devoted themselves to the study of subjects in which they were interested by

<sup>1</sup>. Eighteen years of University Extension. Dr. Roberts.



the lectures.

At the beginning another question was raised which has been the subject of spirited discussion wherever university extension work is carried on--that of the recognition to be granted to students completing definite courses of study. What the average extra mural student wishes is to be allowed to specialize in some particular branch of study for purposes of his own and to obtain recognition for work done which would entitle him to be considered a specialist in his subject. This appears to be the last trench which the conservative university will abandon. There seems a reluctance to grant adequate credit for work which is not done within the cast iron limits set by the campus and resident instruction. Even in such a democratic institution as the University of Alberta the best response that the Faculty Council could be induced to make to a request that the University should offer correspondence-study courses was that these courses might be offered on the condition that no university credit was to be allowed for such work. This is precisely the position which the Universities of Cambridge and Oxford took at first and pract-





ically maintained for thirty-five years, and which they have been compelled--albeit somewhat reluctantly--to abandon. By devices such as affiliation and the granting of special certificates and diplomas the extension students of the British universities have been given the recognition needed as an incentive to continued study. That the necessity of this was early recognized is shown by the following extract from a memorial presented to the London University Extension Board by a number of students.

"It may be urged that if for private or professional reasons the acquisition of a degree would be of service to us, all we have to do is to apply ourselves to the obtaining of one of the existing degrees of the University. To do this we would answer that the course of study is laid down with a view to students who are able to devote three years to study, passing by way of Matriculation Examination from school work. We represent, however, a class of students who, while continuing their ordinary occupations, desire to pursue during adult life some particular course of study with a view to gaining such proficiency in the subject as will enable them to carry on some independent line of work.



A student who devotes five years of continuous study to, say, History on a well-designed plan, with constant opportunities of independent work and the guidance of a lecturer, obtains a firmer, a more comprehensive and a more interesting grasp of the subject than a student who endeavours to obtain the minimum knowledge of the subject that will enable him to pass an examination in which he has to present four or five different subjects at the same time. We believe it is to the advantage, not only of the students themselves, but of the University, to encourage adults who are interested in a particular subject to carry on the study of that subject to a higher level, even to the level of the B. A. in honours, and that, while an individual student of unusual energy and determination may be found to do this without any encouragement, the number of students undertaking such work would be indefinitely increased if recognition were assigned, on completion of the work, of a nature that would be recognized by the outside world as entitling a student to be regarded as having reached a high degree of proficiency in the subject."

Here the issue is clearly defined, what courses shall be offered and what credit shall be granted for



their completion. Two other quotations emphasize the importance of this point. The first, an extract from the memorial presented to the University of Cambridge from the Midland towns expresses the opinion "that the best teaching would fail to attract students in large numbers, or to give stability to this movement in their behalf, unless accompanied by a programme of a course of study with periodical examinations conducted by the University authority, and the conferring of some degree on those who succeeded in passing the examination."

Canon Moore Eade, another of the pioneers of the University Extension Movement says that its object "would be more speedily brought about if the University would give some formal recognition to the University Extension Students; if, for example, all those who had attended a certain number of lectures and classes and passed a satisfactory examination at the end of each term were allowed some title, such as 'A. C.' (Associate of Cambridge)".

The question may naturally be asked, Why this reluctance on the part of the University authorities to grant satisfactory recognition for work done by Extension students? The obvious reply is that they were doubtful of the possible quality of work done under





such conditions. They were afraid of cheapening university degrees and encouraging superficial work. The testimony of those in closest touch with the correspondence and tutorial class students however, all goes to show that if anything, more thorough and painstaking work is done by them than by the ordinary degree students because a greater degree of application and perseverance is required to carry on the work under the manifest disadvantages of having to study when tired from the day's work or during the time one would naturally feel like devoting to recreation. The American universities in most cases have frankly accepted the inevitable and many of them grant full credit for correspondence study work, up to one half of the amount required for the Bachelor's degree.

By means of the scheme providing for affiliation of local centres the University of Cambridge in 1886 made it possible for students to complete all but two years of the work required for a degree. The importance of this step lay in the fact that the University placed the stamp of its approval upon the work of local centres.

Possibly a still more important step was taken by the University of Cambridge in 1890 when special classes



for Extension students were arranged for the month of August. Oxford had already begun with a session in the summer of 1888. There is this broad difference between the two however, that whereas the Cambridge summer school is designed for the more earnest of the extension students and is in its nature selective, the summer school at Oxford is open to all who care to attend. It is in effect a course of popular instruction. Later, however, the Oxford authorities arranged for a shorter course for the more serious students to follow the general one.

In summing up the results achieved in the first eighteen years of extension work Dr. Roberts divides them under two general headings, direct and indirect. The direct he describes as the statistics of attendance at lectures and the records of those having passed examination, while the indirect result he described as the changed attitude on the part of the mass of the people toward the subject of higher education.

A brief outline of the methods of carrying on Extension Work by the English universities follows. It is compiled from the current circulars of the Universities of Liverpool, Cambridge, Oxford and London.



### Methods of Instruction

Three types of lecture courses with or without classes are offered.

1. Pioneer Lectures. The pioneer lecture is usually a single lecture given for the purpose of arousing interest and stimulating the desire for more extended courses of instruction. It is popular in character and has no class or examination associated with it.

2. Short Courses of Lectures. These courses usually consist of a series of six lectures and have classes, paper work by students, and final examinations associated with them, but no recognition is given by the University Authorities for the work done.

3. Full Course of Lectures. The full course may vary from twelve to twenty-four lectures, depending upon the type of local organization under the auspices of which it is given. Classes, essays and final examinations are made use of and a successful completion of the assigned work is given some form of recognition by the University Authorities.

4. Local Organization. In the regulations of the University of Cambridge for University Extension four local agencies are mentioned.



A. A Local Committee which may consist simply of a group of representative citizens of any community who undertake to secure audiences for the lectures and to meet all expenses associated with them which are ordinarily chargeable to the local centres. Under this method of organization expenses are defrayed by the sale of admission tickets to the lectures.

B. University Extension Societies.

The principle on which a University Extension Society is formed is that of securing a body of annual subscribers. This method has the great advantage of insuring a definite fund for the carrying on of the work and more complete plans can be made than under the method described under A. Special provisions are made for the members of Friendly Societies, Co-operative Societies, Mutual Improvement Associations and the like.

C. Students' Associations.

The object of the Students' Association is to do all in its power to help the lectures achieve the best results. Usually the members of this organization busy themselves to see that the necessary tickets are sold and to ensure the widest kind of publicity. Usually it holds meetings in addition to the regular lecture gathering and frequently develops into what is to all in-





tents and purposes an educational club for its members.

D. The Library.

The University provides a travelling library containing the text-books and books of references required in the course. These are loaned free of charge, except carriage both ways and making good of loss and damage.

E. University Extension Book Union.

This is a Union of Centres formed to facilitate the exchange of books between centres and to assist in the formation of Local Libraries for the use of students.

F. The Cambridge Local Centres' Union.

The Local Centres' Union is designed to promote co-operation between the various Local Centres by means of exchange of views and consultations and to provide an agency for any common action either by the Union itself or in co-operation with other similar unions along any lines deemed to be in the best interests of University Extension Work.

G. University Extension Bulletin.

A periodical designed to further the cause of University Extension and known as the University Extension Bulletin is published three times annually under the sanction of the London, Oxford and Cambridge Extension



Authorities and provides the medium for official announcements. In addition to these agencies are the Summer Meetings such as those of Oxford and Cambridge.

Expenses.

The University Extension Movement in Great Britain has been to a large extent self supporting. Admission fees, course tickets and local subscriptions have in some cases entirely, and in others largely paid the lecturers' fees and expenses. The balance has been met by funds placed at the disposal of the central authority by private subscription or from the general funds of the University. On the whole the cost of carrying on the work does not seem to be high. The cost of lecture courses as announced by the University of Cambridge, which may be taken as representative, is as follows:

For a course of six lectures from £20 to £36

" " " " twelve " " £34 " £56

These fees are inclusive, i.e., they cover lecturers' fees, travelling expenses, syllabi, correction of students' papers and the hire of lantern slides and text books.

The extent of the Extension Work being carried on



by the English Universities may be inferred when we note that during the year 1912-13, the University of Liverpool conducted 422 lectures and classes with 1,704 students in average attendance, of whom 425 took examinations.

For the same period the University of Cambridge reports 2,405 students, 268 of whom wrote on examinations, of which number all but ten were successful. These figures do not include the Tutorial Classes, of which more will be said later.

The Annual Report of the Oxford Delegacy shows a total of 1,345 lectures for the above period divided into 161 courses given in 125 centres with an average total attendance, including Tutorial Classes, of 14,130 persons.

Equally striking figures could be presented for London, Sheffield, Durham, Victoria and others.

Special mention should be made here of the two most significant of recent developments in connection with the University Extension Movement in Great Britain. These are the Workers' Educational Association and the Tutorial Classes.

One of the most noticeable features in connection



with University Extension Work has been the tendency to make keener students dissatisfied with the somewhat meagre program of the original courses. As one working man put it, the taste of intellectual food had made him and his fellows hungry for more. Consequently, at a comparatively early stage in the movement the demand arose for Local University Colleges where teaching of a more systematic and exhaustive sort could be carried on. From this demand arose the Colleges of Leeds, Liverpool, Nottingham, Sheffield, Reading, Exeter and Colchester, several of which have developed into independent universities.

But even with the development of Local Colleges and Universities there yet remained the important task of further prosecuting the work of higher education among the working classes. For various reasons the efforts of the Universities to influence working men had not been as successful as it was at first hoped they would be. Perhaps the chief reason was because the working man was suspicious that the University Extension Movement was only another attempt of the "master class" to retain its slipping hold upon the reins of power. This attitude of the working man is well expressed in the





speech of Mr. J. W. MacTavish, a dockworker, before the Oxford Conference of 1907, in which he says in part,.... "Democracy will realize itself, with or without the assistance of Oxford; but if Oxford continues to stand apart from the workpeople, then she will ultimately be remembered, not for what she is but for what she has been...We want the workpeople who come to Oxford to undertake definite work. But what is the definite work to be? We want them to come back to us as missionaries, but what is their message to be? If workpeople are to come to Oxford, and they are to be trained for the great task of lifting their class--which is no class but the nation--if they are to come to Oxford to be trained for this great task, then the study--as has already been pointed out--the study of history and economics is an essential part of that definite work. But what school of economics does Oxford accept as authority? Will her interpretation of history inspire a man to remain in his class, or will it imbue him with a desire to escape from his class, which is supposed to have no history or only one of menial service?...The economics which emanate from Oxford are well-adapted to meet the requirements and stimulate the minds of those



young gentlemen who frequent her colleges, and because they are reduced to a science of social conduct and industrial practice which has made them and keeps them comfortable. But you cannot expect the people to enthuse over a science which promises them no more than a life of precarious toil.

"We want from Oxford a new science of national and international economics--a science that will teach us the true relationship between production and consumption; that will teach us the true economic relationship in which men ought to stand to men and men to women--a science based, not on the acquisitiveness of the individual, but on social utility. Even as much do we want from her a new interpretation of history--not one that will continually remind us that we are on the edge of the abyss, but one that will inspire us; not the short and simple annals of the poor, but the history of the people. For although we are supposed to have no recorded history, without us all history was and is impossible."

With the attitude of the workingmen, such as these eloquent words from one of their ablest spokesmen would indicate, there is no wonder that the best results were



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slow in coming from University Extension Work. But at the Oxford Summer Meeting a new agency entered the field. This was the organization, now known as the Workers' Educational Association, which according to the annual report of 1911, consisted at that time of 1,541 organizations, including Trade Unions, Trades Councils, Co-operative Committees, Adult Schools and Classes, University bodies, Local Education Authorities, Workingmen's Clubs and Institutes, Teachers' Associations, Educational and Literary Societies and other societies.

Its purpose is to stimulate the demand for education and to organize the supply in the interests of those who are largely occupied by manual labour. It is non-political and non-sectarian and through its organization consisting of a Central Council, eight District Committees, and more than 150 branches, it has exerted and is exerting a profound influence in freeing the minds of the people from suspicion of each other and other influences which retard true educational progress. Its proud boast is that it has brought together on its platform men of every position and calling in life, from the agnostic to the Salvation Army Officer and from the statesman to the day labourer.





Its chief accomplishment, however, in so far as the purpose of this discussion is concerned has been the initiation of the Tutorial Class Movement. At a Conference held at Oxford in August, 1907, between representatives of the University and the working classes the establishment of Tutorial Classes beyond the limits of the University was recommended.

The Tutorial Class, while retaining many of the characteristics of the ordinary Extension Class, has some peculiar features. The number of the class is limited to about thirty who pledge themselves to attend a three year course of classes, twenty-four annually of two hours duration each and to write a certain number of essays, usually twelve annually, on subjects prescribed by the lecturer.

The subjects of study have generally been some phase of Economic or Industrial History, but some classes have chosen Literature and Natural History. Nearly all the students are working men and women, some of them leaders in labour organizations. The local management is usually undertaken by the Workers' Educational Association while the general management of the work and the appointment of the lecturers are in the hands of a



Joint Committee consisting of an equal number of University men and of representatives of the Association. <sup>1</sup>

The financing of the work has presented the most serious difficulty. For the classes conducted in connection with the University of Oxford the tutor receives £80 for the twenty-four weeks work. As he is expected to conduct five classes his total income is £400. The tutors working under the direction of the other Universities receive somewhat less. The cost is distributed in three directions, the University bearing half and the remainder being made up of grants from the Board of Education and the Local Educational Authority. As the funds are strictly limited at the present time not so many classes are being opened as there is opportunity for, but the leaders of the movement feel confident that funds will be forthcoming as soon as the general public realize the value of the work being done.

The extent of the work is shown by the fact that for the session of 1911-12 103 classes were at work with 2,500 students, 75% of whom attended at least fourteen of the lectures.

The last development in connection with the Tutorial Classes is the organization of summer classes, the



first of which was held at Oxford in July and August of 1910. The object of these is to give intensive instruction for a short period to groups of picked students. It is confidently expected that these Summer Classes will be a permanent institution.

The results so far from the Tutorial Class Movement seem to justify the predictions of those responsible for their establishment. During 1911 a special inspection was made of some 14 classes by the Board of Education and the report prepared in this connection has nothing but commendation for the quality of work being done, which the inspectors agreed was in many cases quite equal to work of a similar character done by regular students in attendance at the Universities. As a matter of fact some of the essays produced by students in Tutorial Classes are collected and given to students reading for degrees in the Universities.

One of the most remarkable features of this latest development in University Extension Work in England is the spirit and zeal developed among the members of the classes. From some of the older classes missionaries are sent out who organize and teach



classes in villages and smaller centres which cannot support a regular class. These men give their services free simply animated by the desire to share the light which they have received with their less fortunate fellow-workmen.

A concluding paragraph from the report of H. M. Inspectors on the Tutorial Classes sums up the general impression made on all who have seen them at work.

"We have only to add, in conclusion, that no one could attend these classes without being struck by the zeal and earnestness of the students, their happy relations with the lecturer, the general atmosphere of comradeship and good feeling in the classes, and the strong appreciation by the students of the benefits which they are deriving from the work. These impressions are not derived from any single class or type of classes. They are common to the diverse and widely scattered centres which we have visited, and they indicate the possibility of a very wide extension of teaching of this type."<sup>1</sup>

The consensus of opinion among British educators as expressed in the numerous reports issued upon the subject is that University Extension of the older type, 1. Appendix 3. University Tutorial Classes. Mansbridge.





which has not been by any means superseded, but rather supplemented and stimulated by these later developments, as well as the Tutorial Classes are both educational agencies which have and will continue to have a definite, recognized and important place in the spread of knowledge in Great Britain as well as in other countries.

## II.

Turning for a moment to a consideration of University Extension in Australia, where the Universities seem to follow the British traditions more closely than those of Canada or the United States, a rather curious state of affairs prevails. According to the statements of representatives of the University of Melbourne, up to the present time they have not got into vital touch with the working man at all.<sup>1</sup> While University Extension Lectures have been held in various centres for several years it is stated that the representatives of labour held aloof. One of the delegates claimed that the workman of Australia did not think the University could teach him anything. One cannot help feeling after reading the remarks of this speaker that in his attitude there

1. Report of Congress of Universities. 1912. p. 298.



is much of that point of view of which Mr. MacTavish spoke in his address referred to above, where the university is implicitly and explicitly accused of trying to impose her interpretation of economics and history--which it must be confessed is all too likely to be that of the "raster class"--upon the workingman. So that if he prefers his political meeting and his club to University Extension Lectures given by a man who is thoroughly imbued with a class spirit,-and that of a class whose whole tradition is diametrically opposed to the present day aspiration of the working man-anyone with any power of discrimination will not blame him.

Another of the Australian delegates to the Conference stated that he was convinced University Extension Work in Australia had been a comparative failure, but he had been much impressed by a visit paid to the University of Wisconsin where he was very willing to confess the movement had not been a failure.

However, from the University of Adelaide came the cheering report that the Labour Government of South Australia had just increased the annual grant to the University by £4,000 in perpetuity, and that in that state there was the warmest sympathy and co-op-



eration between the working men and the University.

Recently, Mr. Mansbridge, secretary of the W. E. A. in England and one of the prime movers in the Tutorial Class Movement, visited Australia and the Universities of the Commonwealth are now taking up the question of launching a similar movement in that country. The writer regrets that more detailed information is not available with reference to University Extension Work in the Antipodes, but a number of inquiries addressed to Universities were unanswered, possibly because of the their having gone astray in the mails.

On the continent of Europe there does not appear to be an organized Extension Movement among the Universities though many of the educators are following with interest the Tutorial Class Movement and it is thought that some adaptation of this scheme may be introduced there, particularly in Germany.

### III.

The one country outside of Great Britain where the idea of University Extension seems to have taken root firmly is the United States. Financial support is accorded the Extension Divisions in some of the American State



Universities of the Middle West--such as Wisconsin and Minnesota--on a scale that, to quote a delegate at the Congress, "makes one's mouth water" and people as a whole seem to thoroughly appreciate the efforts which are being made to make the "State University co-extensive with the State."

Two distinct sides of Extension Work are in evidence in connection with the development of American Colleges and Universities--Agricultural Extension Teaching and University Extension of the more general type. While the ideals of the two are identical the methods are necessarily somewhat different and each will be treated later in some detail.

The United States, which has always been the home of popular movements, was not devoid of these along educational lines.

The American National Lyceum, which was founded in 1831, although not formally connected with any university, was a powerful agent for diffusing university influences. To its lectures courses, which were given in every part of the country, such men as Daniel Webster, Emerson, Horace Mann and Wendell Phillips contributed.

The Lowell Institute of Boston and the Peabody In-





stitute of Baltimore are both outgrowths of the Lyceum. The Lyceum also promoted debating clubs and introduced the travelling library which is such an important aid to Extension Work when in 1831 it inaugurated its "itinerating libraries."

Such an authority as Mr. H. B. Adams in the Report of the United States Bureau of Education for 1900 states that the summer schools of Wisconsin, Harvard, Virginia and other state universities can be directly traced to the Lyceum, and that the summer schools of Oxford and Cambridge were suggested by American experience.

Correspondence-study, which is one of the outstanding features of University Extension Work in America, appears to have been introduced by Chautauque about the year 1878, nine years before its introduction into England, under the title "Printed Lectures." These lectures were very similar to the correspondence study assignments of the present time.

At one time it was possible for Chautauque students to obtain University Degrees by pursuing its courses, these being granted by the University of New York. With the spread of home study opportunities however, this privilege was withdrawn.

At the meeting of the American Library Association



in September, 1887, Professor H. B. Adams of Johns Hopkins University presented the English system of University Extension. As a result of the interest created extension work was undertaken under the auspices of the public libraries of Buffalo, Chicago and St. Louis.

The first state appropriation for the organization of university extension was made by the state of New York in 1891 to the extent of \$10,000 for organization, printing, and supervision.

This grant followed the action of a committee of New York State and colleges who recommended the introduction of university extension as an integral part of the State educational system.

In 1890 at Philadelphia the American Society for the Extension of University Teaching--an organization independent of University aid--was organized and work started along the lines in vogue in England. In six months' time twenty-three centres were at work.

To what a small extent the New York appropriation furthered the real university extension type of work is indicated by a quotation from the report of Mr. Dewey to the regents of the university.

"The university extension law met with opposition from the legislature till the clause was added that



in working out a system in which one great essential was lectures, no money should be paid to lecturers. Thus the opponents were willing to have the play of Hamlet if the Prince of Denmark could be excluded by state law. Fortunately (continues Mr. Dewey) there was no prejudice against public libraries and we took the line of least resistance and spent our time and money in building up libraries and developing our splendid system of travelling libraries and collections. The language of the appropriation allowed us to develop study clubs, to do some general administrative work and print syllabi for occasional extension courses throughout the state, but we had no funds for the two most essential elements, competent organizers and experienced lecturers."

In 1891 an association was formed in Chicago for the extension of university teaching, but when in 1892 the University of Chicago made extension work part of its regular program this organization was disbanded.

1. Paper on University Extension. Dean Reber before the Association of American Universities. 1910.



In December of 1891 a national congress in the interests of University Extension was held at Philadelphia. In the four years since Mr. Adam's address extension work had been organized by twenty-eight states and territories and the enthusiasm of the delegates knew no bounds. Any one who ventured a note of warning that this sudden zeal might receive a check was hailed as a pessimist. All were obsessed with a vision of "university education for the whole nation organized on itinerant lines."<sup>1</sup>

During the next few years a decided reaction set in and many were ready to indorse the statements of the writer of "Doubts about University Extension"<sup>2</sup> who contended that the success of the university extension movement in England was due to the fact that it "accompanied a general democratic upheaval of an aristocratic nation, it springs up in the neighbourhood of universities where the common people do not resort; in its country other facilities for enabling man to

1. Paper on University Extension, Dean Reber, at Congress As. A. U. Madison, 1911.

2. Atlantic Monthly, March, 1893, Prof. G. W. Palmer.





capture knowledge do not exist." The same writer seriously questioned whether America with its magnificent distances was susceptible to the same methods of treatment as England with its compact territory, dense settlement and well organized system of transportation.

According to Dean Reber, in his monograph on the subject of University Extension, at this time the current publications abounded in expressions to the effect that University Extension was dead in America. From the gibe of one of its opponents who described it as offering "the second rate at second hand" to the pessimistic statements of its friends that "it failed because it did not meet a popular demand" and "It has not created so large a body of serious students as was expected" or "University Extension has fallen into channels of popular appeal", the whole range of unfavourable comment was covered and there were those who voiced the sentiments of the Oxford commissioners long before that the resources of universities were all required to develop properly the work within their walls.

However, in spite of these dismal forebodings University Extension has survived in America and at present forms a definite part of the program of more than fifty universities and colleges.



In 1910 no less than 23 state universities were offering general extension work, 15 of which had fully organized extension divisions. (Universities of California, Colorado, Florida, Georgia, Indiana, Iowa, Kansas, Minnesota, Missouri, Montana, Nebraska, North Dakota, Nevada, Oklahoma, Oregon, Tennessee, Texas, Utah, Washington, Wisconsin, Wyoming, Pennsylvania<sup>1</sup> State College and Rhode Island State College.)

Universities offering credit work by means of extension courses numbered 22 (Brown, Chicago, Cincinnati, Colorado, Columbia, Florida, Harvard, Indiana, Iowa, Kansas, Minnesota, Missouri, Nebraska, Northwestern, Oregon, Pittsburgh, Texas, Toledo, Tulane, Washington--at St. Louis--Wisconsin, and Wyoming). Eleven of the foregoing use correspondence study in their teaching (Chicago, Florida, Indiana, Kansas, Minnesota, Nebraska, Oregon, Texas, Washington, Wisconsin and Wyoming).<sup>2</sup>

As it has always been even in England, so in the United States, the problem of securing men with the peculiar qualifications necessary for successful extension work is a serious one. Mr. Lyran W. Powell, at one time secretary of extension work at Wisconsin, is reported to have said some years ago of university

1-2 Paper by Dean Reber.



extension "It is not a system; it is a man." To a degree this is still true but not so much as formerly. The many phases of extension work have been developed until its success or failure does not depend entirely upon a staff of lecturers who combine the qualities of teacher, organizer, public speaker, scholar and philanthropist." <sup>1</sup>

The older attitude toward extension work is reflected by the statement of President Hadley of Yale.

"We made some experiments of that kind fifteen years ago, and repeated them in a little different form five or six years ago; but we felt in both cases that with conditions as they existed in this part of the country, the men who were capable of conducting such courses could obtain larger results by directing their energies into other channels."

Side by side with this should be placed the statement of an experienced lecturer in extension work from a report of the department of extension of Columbia University.

"Like all ideas and movements, it has fulfilled itself in unseen ways. It is no longer an occasional and accidental phase of university work; it is an organic

<sup>1</sup> Dean Reber's Paper.



part of it. It is no longer concerned merely or primarily with short lecture courses; for without neglecting the lecture work that appeals to general audiences, it aims to reach, like any other part of the university, a student body--the very large body of partial or non-resident students."

A personal letter received by the writer from the Director of Extension Teaching at Columbia University shows how far that institution has approached the ideal. The appropriation for extension teaching at Columbia for the session 1913-14 was \$62,000, all of which it was expected would be returned in fees. A staff of 157 persons was employed full or part time in handling the work. The amazing part of the whole thing is that this university has succeeded to such a degree in showing the vital importance of extension teaching in its constituency that it can collect over \$62,000 in fees for extra mural teaching in a single year. The director called attention to the difference between the State Universities and Columbia, since in the former case the appropriation for extension work was not returnable while in the case of Columbia the work had to be made, in the nature of the case, self-supporting.





For the year 1909 Columbia had 12,925 extra rural students of whom 1,206 were taking work for credit and 11,719 for non-credit courses. In addition to extension work in the way of evening courses at the university itself, credit courses were carried on at several centres in and about New York City, at which twenty courses were given including 615 lectures. Non-credit work was conducted at fifteen centres.

Turning for the time to a slightly more detailed treatment of the methods of extension teaching in vogue in America, the attention is arrested at once by the immense variety and scope of extension teaching in agriculture and the tremendous progress which has been made in a little more than a quarter of a century, i. e., since the birth of scientific agriculture as the expression is understood to-day.

Agriculture, which has been the last of the great industries to be put upon a scientific basis, was unfortunate in that it was compelled to wait for the development of such phases of the Natural Sciences as are intimately related to it. Organic chemistry, the most difficult branch of that science, is the part having to do with agriculture. Soil physics is a creation of



yesterday. But in the last twenty-five years an immense amount of invaluable knowledge has been accumulated at experiment stations and agricultural colleges and the problem before the agricultural teachers is to get this into the hands of the actual tillers of the soil.

Several causes have contributed to make the general adoption of scientific practice in agriculture slow. In the first place the man who boasts a pedigree of several generations of farmer ancestry is very sceptical of the ability of any "college professor" to teach him anything about farming. Has he not been farming all his life and has he not the experience of the generations before him on which to draw? So this state of affairs actually exists that the man to be benefited has first to be convinced that he needs any help. Then again the first and most valuable work in the field was done by pure scientists, who embodied the results of their work in bulletins of such a technical character as to be absolutely unreadable by an ordinary individual. And again, until recent years the financial support given agricultural education has been of such a meagre sort in comparison with the work to be accomplished



that little progress could be made.

There have not been wanting also those who have asked by what right ought the farmer to claim special trade education at the public expense any more than the members of any other calling. The obvious answer which has been somewhat slow in coming (except on the political platform) is that the base of the pyramid of society is agriculture, and that all the other callings are only subsidiary to it. The time may come when workers in all vocations will be trained by the state, but be that as it may no state can passively allow its agriculture to decline, and hope to survive.

Within the last few years a great variety of agencies for agricultural extension teaching have been devised and put in practice. For the sake of clearness, these as arranged by a typical College of Agriculture, may be enumerated as:

A. Systematic instruction comprising:

- (1) The Extension School,
- (2) The Demonstration Farms,
- (3) The Correspondence Course,
- (4) The Lecture and Reading Course,
- (5) The Study Club.



B. Informal Teaching, comprising:

(1) The Convention and Lecture:

- (a) The Farmers' Institute,
- (b) Farmers' Week,
- (c) The Conference,
- (d) The Occasional Lecture.

(2) The Object Lesson:

- (a) The Demonstration,
- (b) The Railway Special,
- (c) The Exhibit,
- (d) The Educational Excursion.

(3) The Publication, comprising:

- (a) The Press Bulletin,
- (b) The Leaflet,
- (c) The Monograph,
- (d) The Travelling Library.

(4) Advisory Work:

- (a) Correspondence,
- (b) The Travelling Advisor or Expert,
- (c) The District Field Agent.

C. Organization, comprising:

(1) The Rural Conference,

(2) The Campaign,

(3) The Definite Work of Organization or Federation.





A. Certain types of Extension Work are naturally gathered under a general heading inasmuch as their purpose is to give more or less systematic and formal instruction to a non-resident body of students. In other words, their object is to develop a course of study which, although shorter than those of the regular college work, yet makes possible the rather careful study and analysis of some branch of knowledge.

B. There is no sharp line of distinction between the first and second method other than that the second is more occasional and stimulating as well as suggestive.

C. This form of extension work presents the agricultural college in its capacity as the unifying agency for the forces at work in the interests of rural betterment. One of the most conspicuous functions of the up-to-date college of Agriculture is that of strengthening with all its resources the different agencies, both religious and commercial which are trying to spread the gospel of scientific agriculture.

A. Formal Instruction:

(1) The extension school of agriculture is a group of short courses of instruction, organized as a school, and held at some other place than the college. It is essentially a school of instruction. It must have



subjects systematically presented and a regular enrolment, and should have discussions affording opportunity for questioning by both instructors and students, and so far as possible theory should be supplemented by laboratory work. For example, in connection with the agricultural short course schools in the Province of Alberta, several carloads of choice live-stock are used for purposes of illustration and practice in stock judging by the students. The length of the session is immaterial; its essential characteristic is that in its substantial features it should be a real school of instruction.

(2) The Demonstration Farm.

The demonstration farm is designed to be a permanent object lesson to the farmers within its neighbourhood. It is not an experiment station but its fundamental idea is to put into actual practice the facts which have been established by experiment. It is intended to show that the teaching of the agricultural college is capable of application to ordinary field conditions. It teaches recognized principles by actually demonstrating their application.

Broadly speaking there are two types of demonstration farm, the co-operative and institutional. The latter



is the farm owned by the college or state and run under the direct control of the college or state instructors. The former is of the type much in vogue, for example, in Minnesota, where a farmer agrees for a term of years to conduct his operations under the advice of a state agricultural expert upon whose assistance he may draw at all times. This is designed as a first hand object lesson to the farmer and his immediate neighbourhood of what can be done by them under local conditions by adopting approved scientific principles. Sometimes in a given case only one feature may be illustrated; it may be a demonstration grass plot, the demonstration pasture, the demonstration orchard, the demonstration barn, etc. The essential idea is some permanent object lesson demonstrating the application of fundamental principles.

### (3) The Correspondence Course.

The correspondence course is a series of systematic lessons, offered either by means of a text-book, outlines, or printed lectures, supplemented by formal reports which are corrected and returned to the student. It is presumed that this course will be pursued until completed. It may or may not have a credit standard in the regular collegiate work of the institution. It may



be also and frequently is supplemented by personal correspondence in addition to the more formal work.

(4) The Lecture Course.

The lecture course comprises a series of lectures usually by one person and covering with some thoroughness a given field of study. It is accompanied by discussion and written reports. Reading courses consisting of a recommended list of books are given to supplement the lectures. Incidentally it may be necessary to state that occasional lectures or "popular" courses are not considered phases of this type of extension work.

(5) The Study Club.

The study club is an organized group of persons, designed to afford, through social contact and mutual discussion, more complete utilization of books, lectures, or correspondence courses. The study club may be organized as a part of any farmers' organization, women's club, high school, or it may have a distinct organization of its own. It is not usual to include boys' and girls' clubs under this heading unless some systematic study is carried on in connection with them.

B. Informal Teaching:

(1) The Convention and Lecture.





This type of extension work includes various methods by means of which information is presented orally either at a single meeting by a number of speakers, or by a single lecture before some organization or other group of people.

(a) The farmers' institute, one of the oldest forms of extension work, is a meeting of from one to three days duration, for the purpose of discussing problems connected with country life. Its aim is inspirational rather than logical or analytical. The method is usually to have a short presentation of a topic followed by discussion. A characteristic feature of the institute is the employment as speakers of men who are not specialists but farmers or others who have made particular successes in different lines of work. These relate their own experiences and seek to stimulate their hearers to follow their example in the hope of securing like favourable results. Thus the teaching of an institute is rather incidental and indirect.

(b) Farmers' Week.

This is a name given to a gathering of farmers, held usually at the state agricultural college during the winter season. It has rather more the nature of a



school than an institute. Usually the majority of the speakers are recognized professional experts. Question and answer are used, but discussion is not a prominent feature of the sessions.

(c) The Conference.

This is a meeting held for the purpose of taking up a particular subject or of reaching a particular class. As a rule its purpose is to spread propaganda. It may be "a good road conference" or a "dairy conference"; the special object is to discuss a restricted field for the purpose of arousing public opinion or provoking action along a particular line of work. Or a more general theme might be discussed, such as agriculture and the country life movement, as was done recently in California, but with the object of reaching a particular class of people, in this case the country ministers. In other cases it might be rural teachers, members of some club or institute.

(d) The Occasional Lecture.

The individual lectures are designed to meet the needs of different agencies in connection with their ordinary activities. They may be before all sorts of organizations and on all sorts of topics. Their essent-



ial characteristic is the lack of arrangement into systematic courses or groups.

(2) The Object Lesson:

The object lesson is a phrase used to indicate the objective and concrete method of reaching the minds to be informed. The object lesson may be used freely in conjunction with conferences or lectures; it may be developed independently, or on the other hand, it may incidentally have connected with it a lecture, or even a conference.

(a) The Demonstration.

The demonstration is a method of showing a group of people how to perform a certain process or to carry out a certain theory. Its purpose is much the same as that of the demonstration farm only its form is not permanent. It is usually used to illustrate a particular lecture and to reach a particular group. For example, the Live Stock Commissioner of the Province of Alberta is in the habit of giving instruction on the proper method of slaughtering and curing meats. The demonstration method is used, one or more animals being slaughtered and the carcasses cut up either by the instructor himself or by the students under his dir-



ection. This is only one of the many forms the demonstration may take which are as numerous as the ends to be obtained.

(b) The Railway Special:

This is a car or train fitted up with an exhibit of apparatus or products and accompanied by expert lecturers. Its outstanding feature is that it makes comparatively short stops and serves many communities in a day's run. Usually it has some definite object in view, i.e., it is a "dairy special", a "pure seed special", a "swine special", etc., or, as it sometimes does, it may combine a number of these, in which case special cars are devoted to the illustration of the different points.

(c) The Exhibit.

One of the characteristic methods of teaching by means of object lessons is by an exhibit arranged at a fair or convention. One of the best illustrations of this is the exhibit frequently set up at fairs by the U. S. Federal Department of Agriculture, which is designed to show various phases of scientific agriculture.

(d) The Educational Excursion.

A common method of informal extension work is by





means of organized excursions to the agricultural college or demonstration farm or other education institution.

(3) The Publication:

(a) The Press Bulletin.

The press bulletin is a condensed typewritten or printed statement, sent to agricultural or other periodicals at intervals with the expectation that it will be published either whole or in part. It may deal with some phase of agriculture or may contain the results of experiments being conducted or may call attention to any point likely to be of interest or value to the agricultural or general community. In some cases where the agricultural college is connected with the state university a general press bulletin is issued to which the agricultural department contributes in common with the other departments.

(b) The Leaflet.

The printed leaflet is usually distributed to a definite mailing list, and its chief function is to serve as a brief announcement of experiments, or better, short concise treatment of important agricultural facts that need wide distribution but which appeal particul-



arly to the more intelligent farmers.

(c) The Monograph.

The monograph is a booklet or pamphlet treating of some important subject in the field of agriculture. It is not a technical bulletin, but frequently contains the gist of such a bulletin worked over into a popular form so as to appeal to the average farmer. In effect it often amounts to a compilation of the results of a number of experiments.

(d) The Travelling Library.

The travelling library is a well recognized agent of extension work. It is not usually operated directly by a college or department of agriculture, but these often act as distributing agents. Usually the actual machinery for the development of the travelling library work is in the hands of a library commission, but there is always a close connection between extension agencies and the public library boards, however they may be comprised.

(4) Advisory Work:

(a) The current correspondence of the extension department is incapable of being organized in a formal way because it comes from the appeal of farmers for information from men they have met in the field whose



reputation as authorities makes their particular opinion desirable. Any officer of an agricultural college or department of agriculture may be called upon for such service, the function of the extension department being that of a clearing house for information of interest, and advice to farmers.

(b) Travelling Advisor or Expert.

The travelling advisor or expert is a man who gives practically all his time to the field work, usually in some specialty like that of dairying or agronomy, and whose function is to serve communities and individuals as a professional advisor.

(c) The District Field Agent.

The district field agent is a special type of advisor or expert. He is given a restricted field such as a county or district. He may be considered capable of giving advice in any line or his chief function may be that of acting as local clearing house between the farmers and the institution, rather than that of himself giving expert advice. His chief task may be community building in the wider sense.

C. Organization:

The function of the extension work under this head is that of seeking to draw together the scattered forces



for rural progress that they may unite their efforts on behalf of the general betterment of the business of agriculture and country life. Some of the methods are:

(1) The Rural Conference.

A conference on rural progress or on country life, and a conference of rural social workers are types of this method. These conferences differ from the ordinary conferences already referred to, in that they are essentially conferences of representatives of organizations and institutions. Further, they have as a special object discussion of the rural problem in its larger aspects, rather than its special or technical aspects.

(2) The Campaign.

By a campaign is meant a combined effort on the part of many organizations and agencies, but usually under the general direction of the extension department, (though it may be managed by any other central agency, the extension service participating), which attempts to achieve notable improvement in some definite field of endeavour. An illustration is a dairy campaign, which attempts to unite dairy associations and producers generally, together with consumers, middlemen, transportation companies, experiment stations, boards of agriculture, the dairy bureau, boards of health, in a com-





prehensive effort to improve the milk supply and to bring at the same time a surer profit to the farmer.

(3) The Definite Work of Organization or Federation.

Extension may seek to accomplish three distinct ends under this head. It may organize breeders' associations, farmers' clubs, boys' and girls' clubs, women's clubs, etc.; it may co-operate in special enterprises like the Grangers, with the Y. M. C. A. in some special work which these organizations are fostering; it may seek to federate country life agencies into one general committee or co-operative enterprise in the federations for rural progress and betterment.

The above analysis of the forms of agricultural extension work and definition of the terms used in connection with it is taken with very few minor modifications from a reply to a personal enquiry sent to one of the leading American Colleges of Agriculture. It is merely an attempt to formulate in a concise and concrete way a description of the different devices at present in use in the work of agricultural extension work. It is not for a moment assumed that by any means all the possible methods have been discovered, but it is clear that the scope and variety of the work is enormous. All



of the agencies mentioned are in use in many of the United States and the Provinces of Canada. When or where each was first used would be a task hopelessly outside the limits of this discussion to describe. It is sufficient to note that practically all are discoveries of the last twenty-five years and many of them of the last ten. That the leaders in agricultural education, as well as the legislators, have faith in their effectiveness is shown by the way money is being voted for their continuance and extension. The State of Georgia is spending \$40,000 this year on agricultural extension, \$15,000 of which is devoted to the promotion of boys' and girls' clubs; Wisconsin is spending an even larger amount on similar work and so are Illinois, Minnesota and California. Iowa is devoting \$81,000 to its extension work. Practically every state in the American Union is voting most generously in the effort to achieve<sup>1</sup> by means of agricultural education what Dean Davenport calls a "permanent agriculture."

University Extension Work apart from teaching in Agriculture is best exemplified in the United States by the University of Wisconsin. The University Extension Division of that State was re-organized in 1906 and since<sup>1</sup> 1. Illinois College of Agriculture.



that time has pursued an aggressive policy of development which has placed it at the front among the State Universities of the United States.

So frequently has the statement been made of Wisconsin that the boundaries of the State University campus are identical with those of the State itself as to become a truism, but an examination of the genius of its organization and work makes the accuracy of the claim more evident.

The University of Wisconsin is based upon a tripod the three supports of which are research, teaching, and popularization. In each of these activities the Extension Division plays an important part.

In organization it forms one of the co-ordinate colleges of the university, with a dean at its head. There are four departments of the Division (1) correspondence study, (2) instruction by lectures, (3) debating and public discussion, (4) general information and welfare. Each of these departments is subdivided again--for instance that of correspondence study into the twenty-nine departments in which instruction is given such as English, history, education, accounting, engineering, etc. Thirty-one instructors give full time and thirty-five part time to the correspondence



study work. A staff of ten is employed in the department of debating and public discussion, while that of instruction by lectures has a secretary, assistant secretary, and occasional assistance in the field. The department of general information and welfare has five bureaus with a chief at the head of each: (1) municipal reference, (2) social centre development, (3) health instruction, (4) visual instruction, (5) community music.

The State is divided into six districts, which will later be subdivided, with officers centrally located in each. At each office is a university district representative with field organizers, itinerant instructors and the necessary clerical staff.

The division employs 51 instructors and administrators full time and 16 part time. In addition to these, 18 of the resident faculty conduct correspondence study courses and 37 participate in the work in other ways. Of stenographers and clerks 45 are employed in the work of the division.

In its correspondence study department the University Extension Division of the University of Wisconsin gave instruction during the academic year to 5,375





students. The fees received from correspondence students on the basis of \$20 for each full course and \$15 for each additional course, amounted to more than \$20,000. The courses offered were 300 in number along 28 departmental lines; 70 of these were in engineering subjects.

The ratio of credit students in correspondence courses varies at the different institutions. At the University of Oklahoma the proportion is 20 credit to 1 non-credit; at the University of North Dakota, 3 credit to 5 non-credit; at the University of Wisconsin, 1 credit to 7 non-credit; at the University of Indiana, 10 credit to 1 non-credit. The amount of credit obtainable by correspondence study varies with different universities, from nothing to one half of the work required for the Bachelor's Degree.

There is a general agreement among instructors who come in contact with students working for credit by correspondence study that they are rather above the average in earnestness of purpose and thoroughness of work. Where such students have come into residence for the purpose of completing their work for degrees they have more than held their own with the students who have taken all their work in residence. The fol-



lowing statement from a circular of the University of Wisconsin sums up the argument for correspondence study admirably.

"The possibility of teaching by correspondence has been clearly demonstrated by practical experiment. While such instruction lacks some of the advantages which residence study gives, it has compensating advantages of its own. In correspondence instruction teaching is personal and individual. Every student studies and recites the whole lesson, comes in contact with the teacher as an individual, not as the member of a large class. It can be done at home, thereby bringing into the home a new influence and charm. Correspondence work arouses, throws a man upon his own resources and makes him self-reliant and self-determining."

One of the most fruitful fields of university extension work is that of assisting the work of elementary schools and school teachers. Some nineteen universities of the United States offer definite assistance to high and elementary schools. Single lectures and lecture courses are arranged, lantern slides and films are loaned, printed lectures to accompany these are furnished, and debating is encouraged by the organization of leagues and debating societies and by prov-



iding material for debaters in the preparation of their subjects. The value of this work in unifying the educational forces is almost incalculable. In the work of instruction by lectures, which is the oldest type of university extension work, the University of Wisconsin furnishes illustrations of practically every type being carried on.

There is the class lecture which roughly resembles the tutorial class of the English Universities. This is often used to give courses equivalent to those given in residence instruction to groups of students working toward degrees.

Again, lectures are arranged by members of the university faculty for special occasions, such as commencement exercises and other community functions. These are provided at nominal cost.

Probably the commonest type of extension lecture in the United States is that which combines instruction with entertainment. Very frequently courses are arranged on the "lyceum" plan. Such a course consists of a number of lectures of a more or less popular variety with musical recitals and readings interspersed. Some universities are opposed to offering the lyceum courses



but a majority of those engaged in extension work on a large scale seem to favour their use and there is no doubt that the demand for them is growing. It is estimated that during the college year, 1912-13 some 200,000 persons attended lectures and concerts arranged by the extension division of the University of Wisconsin. The number of courses offered is 209, made up of two-fifths concerts, two-fifths lectures, and one-fifth other forms of entertainment. About one-fourth of the contributors to the courses are members of the university faculty. The remaining work is done by high class entertainers who are selected by the university extension authorities. The method of organization of districts gives to Wisconsin a peculiar advantage in the arrangement of courses suited to the local needs.

The University of Michigan which is the leading exponent of the non-lyceum type of lectures offers each year a limited number of lectures by members of the faculty, which are given free of charge in order of application received. For the session of 1912-13 a list of 309 lectures was given by 106 members of the faculty to audiences totalling 71,500 persons.

Practically the universities engaged in extension





work offer lectures either singly or in courses. The methods with regard to expenses vary all the way from the lectures free of cost, as is done by the University of Michigan, to making the work done self-supporting, as is done by the College of the City of New York, the University of Texas and a number of others.

Local classes, somewhat after the tutorial class pattern, are conducted to a considerable extent by several American Universities. During the 1912-13 term, 85 such classes were conducted in 29 cities with an attendance of 1,493 students. A particularly noteworthy feature of these classes is the proportion which are of a vocational character. A number of them have been formed in shops and factories with the co-operation of the management.

In Wisconsin 18 instructors and professors give their entire time to engineering extension work. Eleven of these are located at the University itself, while 7 are placed at the different industrial centres of the State. In many cases employers have fitted up class-rooms for their men and have given the time spent in study classes. In a number of cities the extension division has headquarters with officers and class-rooms,



while in still others school and public library buildings are used for teaching purposes.

In all 35 American universities and colleges offer local classes, by far the larger proportion of them of a vocational nature.

One of the kinds of university extension work which has had and still enjoys large vogue in the United States is that conducted under the head of debating and public discussion. The aim of this work is to encourage the study and discussion of public questions. Debating societies and leagues are organized or encouraged to organize and material for the preparation of debates is lent in the form of package libraries made up of books, newspaper and magazine clippings and typewritten extracts. Bulletins and briefs for debaters are published and supplied free to citizens of the State. In 1912-13 from the University of Wisconsin alone 2,829 package libraries on 1,030 different subjects were sent to 347 different localities. Since the organization of this work in 1907 considerably over 10,000 such libraries have been sent out.

Other Universities are doing a great deal of this work, particularly the Universities of Kansas, North Dakota, Texas and Washington. The list of subjects is



instructive and interesting. Women Suffrage seems to hold the lead easily in the number of packages supplied., with Immigration a close second.

Probably the most spectacular and in some respects the most useful university extension work is that conducted under the title of general welfare work. As has already been stated, at the University of Wisconsin, where this kind of work has its greatest development, welfare work is divided under five bureaus.

The municipal reference bureau serves as a bureau of information for civic officials of the State and for citizens interested in the solution of municipal problems. Data are collected on all subjects of municipal government--pavements, sewers, water-works, street lighting, dust prevention, garbage collection, sanitation, etc.--and this information is put within the reach of those who will use it. City reports and ordinances are gathered from all available sources and advice and information given. Model ordinances on subjects of municipal regulations, such as the censorship of moving picture films, building codes, etc., are framed and submitted and the officials of towns and cities are given advice and information regarding the various types



of city government, management, accounting, insurance, etc., in the form of reference bulletins.

In addition to providing information, the bureau of municipal reference assists communities in the solution of their problems by putting them in touch with experts on the different phases of municipal work. For instance, if a small city which is not able to employ a consulting engineer is planning to install a water works system an expert from the municipal engineering department is sent to make an investigation and report on the best solution of the problem. At first members of the engineering profession were a little suspicious of the engineering extension work on the ground that it might interfere with their business, but the head of this bureau assured me that now they are in cordial sympathy with it as it actually assisted them, in that communities are enabled to undertake work requiring the services of engineers which they would not undertake without the advice and assistance of the extension division.

The civic and social centre bureau has as its object the promotion of the use of the schoolhouse as the social centre of the community. It is urged that the use of the schoolhouse as a meeting place for the discuss-





ion of public questions will help to develop a public conscience which is now not always existent.

A great deal has been accomplished in this widening the use of the school plant. A law has been passed by the state legislature requiring trustee boards to encourage the use of schoolhouses as community forums wherever the citizens are properly organized. The first year's work of this bureau in the State of Wisconsin resulted in an increase of about 100 per cent in the use of schoolhouses for purposes of public service other than that of being used for school classes. Communities are advised and assisted to organize according to a definite plan and to engage when possible the services of a neighbourhood secretary to direct community work. A year's program at a time is mapped out by the central bureau so that there is no lack of incentive to effort.

The health instruction bureau has as its object the spread of information relating to public and personal health with the belief that knowledge supplanting ignorance will go far in the solution of health problems.

Travelling exhibits have been prepared and are displayed at conventions, schools, fairs, libraries, etc.



Information is spread by the use of charts, bulletins, lantern slides, and moving pictures. Bulletins on infant mortality and the care of the baby as well as on preventable diseases and on rural hygiene are prepared and circulated. A health bureau news service is given a large number of the newspapers of the state on subjects of personal and public hygiene. Correspondence courses are offered on principles and practices of sanitation and investigations are conducted. The object is to give the general public, in practical form, that information upon which personal and public health depend.

The work for public welfare along health lines done by the University of Wisconsin is only typical of that being done by many other American universities. One institution which deserves special mention in this connection is the University of Cincinnati. The social science department has organized a "confidential exchange" which with a council of charities acts as a clearing house for social service workers and organizations. Some 20,000 cases a year are treated in dispensaries directed by the college of medicine with clinical instructors from the university. School garden work is encouraged in every possible way as well as other child welfare work. A school garden fair is held annually in connection with



the vacant lot gardening carried on by the school children of the city.

The department of psychology conducts a laboratory for the investigation of defective and retarded children discovered in the public schools. Special schools for defective and retarded children have been established as a result of this work. The closest co-operation exists between the university and the educational authorities of the city and district in the playground and physical education movement. A municipal reference library with two persons in charge is conducted in the City Hall under the direction of the department of political science.

The Universities of Illinois, North Dakota, California and a large number of others also are doing aggressive work in the interests of public health.

At the University of Wisconsin a bureau of community music has been established to spread the use of music through the State. Correspondence courses in music are being conducted to stimulate the use of music by the individual and community. A pamphlet with 18 selected songs has been published and community chor-



uses have been organized in a number of centres in the State.

In recognition of the great educational possibilities of lantern slides and moving picture films a bureau of visual instruction has been organized at the University of Wisconsin. A carefully selected library of educational lantern slides is being accumulated for lending to the schools of the State in connection with the regular class work of the schools. Some of them are purchased, but by far the greater number are being made in the department in a specially equipped laboratory.

Moving picture films are being collected in the same way for the use of schools and community centres wherever these are equipped to make use of them. Manuscript readings are supplied with slides and films to add to their entertaining and educational value.

All the bureaus under the general welfare department combine their forces in community institutes, social service institutes, and welfare exhibits. The object of the first mentioned is to concentrate the attention of a community upon the study of some of its own problems for a period of three or four days. The plan is





to make such a vivid impression that the community will be roused to undertake actively the solution of its problems, with the assistance of the University and State experts.

The social service institute is designed to train social service specialists in the larger cities on such subjects as the relief of poverty, social service in hospitals, the treatment of juvenile delinquency and its prevention.

The community exhibit emphasizes but one topic, such as health. An exhibit furnishes the central feature of the program which is supplemented by the explanations, addresses, working models, lantern slides and moving pictures.

The college of agriculture co-operates by conducting general welfare work in the rural districts along lines already indicated under the outline of agricultural college extension.

Before passing on to deal in conclusion with University Extension Work as it has developed in Canada mention must be made of an outgrowth of the whole movement in the United States. This is the establishment of extension universities devoted entirely to instruction



of university grade by correspondence. Although there are a number of such institutions the mention of one is sufficient. La Salle Extension University, in Chicago, offers correspondence courses of university grade on the completion of which degrees are granted on a number of subjects, all utilitarian in their nature. The list includes such studies as law, accounting, business, interstate commerce, etc. As guarantee of the confidence the management have in the quality of their work an agreement is signed to coach free of charge for the bar examinations of his state any law student who has successfully completed the regular course, but who has failed in examinations for admission to practice law. This university numbers its students by the thousand and includes among its instructors and writers of text-book some of the leading authorities on the subjects included in its curriculum. One of the outstanding contributions of extension teaching is the unique type of text-book which has been produced to meet the need of the student who must work by himself. Some of them are marvels in clear and concise exposition of intricate and difficult subjects.



#### IV

Turning to a consideration of University Extension in Canadian universities, the first observation necessarily is that up to the present no serious attempt has been made to grapple with the educational problems for which this type of work provides the solution. Our educators, for the most part, seem content to see more or less worthy correspondence teaching institutions of the United States canvass Canada for students and gather thousands of dollars of Canadian money for which fair returns are not always received, and yet do nothing to relieve the situation.

However to our credit it may be said that one institution, Queen's University, Kingston, founded in 1841, by Royal Charter and largely supported by the Presbyterian Church, has recognized its obligations to those unable to attend its classes. In addition to offering extension lectures of the usual type as well as a summer session this institution provides, by its system of extra-mural instruction, for the educational needs of many who would otherwise be denied a university training. It is possible to do by correspondence in a number of courses three-fourths of the



work required for the Bachelor's Degree. Books from the University library are lent to extra-murals and every encouragement and assistance is afforded ambitious students.

Some four or five years ago McGill University began evening classes in the city of Montreal. Courses are offered in Political Economy, Commercial Law, Accountancy, Concrete Construction, as well as language courses for teachers. In one department, McGill has been doing valuable educational work. This is the system of travelling libraries organized as part of the University library work. Libraries have been sent almost all over Canada and have met a real need in many communities.

The University of Toronto has for some years offered what are called Local Lectures by members of the University staff. These are given by volunteers who are remunerated for their services, the expense being shared by the local organization and the Board of Governors. Lectures are offered either singly or in courses (preferably the latter) on a wide range of subjects. In all, last year some 120 lectures were given in this way. In addition, special courses are offered for teachers in the City of Toronto and a special summer session is held for teachers of the Province.





The University of Manitoba offers special evening lectures in the City of Winnipeg and local lectures at points throughout the province. There is no special appropriation by the university authorities for the work. The expenses are borne by local organizations entirely.

The University of Saskatchewan offers extension work only through the College of Agriculture which is carrying on an extensive campaign similar to those outlined in connection with the American Colleges of Agriculture.

It should be noted that extension work is being done on a large scale by the Agricultural Colleges of Eastern Canada and several notable developments have been first made there. For example, the district agricultural representative was first used by the Ontario Agricultural College of Guelph, Ontario. This method of teaching scientific agriculture has been widely adopted in the United States, notably in Wisconsin and Minnesota.

To the University of Alberta belongs the distinction of being the first Canadian university to organize a department of extension as a recognized part of its general scheme with special appropriations for support.



From the first year of its existence 1907-08, extension lectures have been given by members of the faculty, consisting of special evening lectures to school teachers and lectures of a more general character at a number of local points.

However, at the beginning of the session of 1912-13 a secretary was appointed to give his entire attention to the extension work. Several definite lines of work were undertaken.

#### A. Extension Lectures:

Lectures were arranged in a number of centres throughout the Province, the towns being grouped in circuits and from one to six lectures being given at each point. The University provided the travelling expenses of the lecturers, who served as volunteers without special remuneration, while the local organization, usually the school board, paid hall expenses and hotel bills. During the session of 1912-13 some twenty five points were reached in this way. In 1913-14 this number was increased to fifty, while some sixty are being served during the present session. Since the beginning the average audience at extension lectures has been about one hundred, so that several thousands of persons have been reached each year.



Generally speaking the demand for lectures on literary and scientific subjects is greatest. However, for the current year the general interest in the war has been recognized. Lectures on various aspects of the situation have been given in many communities to large and interested audiences. Every effort is made to direct the thought of the people of the province along worthy and profitable lines.

B. Publication:

A press bulletin is published weekly during the college term and sent to all the newspapers and prominent men of the province, as well as to the principals of high schools and similar institutions. The items contained are paragraphs of things of interest to the public not readily available through the ordinary channels. Results of scientific experiments in the university laboratories, medical and industrial, which have a bearing on the life of the people are reported in brief, popular form and the public are kept in touch with the development of their university. In addition a special press service is provided for a number of daily and weekly newspapers, consisting of paragraphs on questions of public health and industrial problems.



### C. Debating and Public Discussion:

Under this heading assistance is offered societies and individuals interested in the study of public questions. Package libraries are prepared from carefully selected material on both sides of debatable questions and upon request are lent for stated periods. This service has proved very popular, hundreds of packages on a wide range of subjects being sent out yearly. Such questions as Equal Suffrage, Oriental Immigration, Direct Legislation, Co-operation, Compulsory Military Training, etc., are much discussed. In addition, a Provincial High School Debating League has been organized with the co-operation of the principals of the high schools. During the session of 1912-13 five schools entered, in 1913-14 fifteen, and the present term twenty-three. A series of elimination contests culminates in a final debate at the University, to the winners of which a trophy emblematic of the provincial championship is presented to be held by them for one year, or permanently if they win it three times in succession. A good deal of interest has been created and much valuable work done in connection with these contests, such questions as Direct Legislation, Oriental Immigration, Consolidation of Rur-





al Schools and Compulsory Military Training being discussed. In connection with this work several publications have been issued, such as briefs on subjects for debate and a manual of instruction for debater.

D. Travelling Libraries:

With the session of 1913-14 a system of free travelling libraries was inaugurated. During that year sixty communities were served and marked appreciation was shown by the people, particularly of some of the rural districts. During the present term collections of lantern slides have been secured and are lent on the same terms as books. i. e., the payment of transportation charges both ways and the making good of unnecessary damage. At the present time about 2,500 volumes are included in the travelling libraries and 1,000 lantern slides in the collection.

In all, during the Academic year of 1913-14 a rather careful estimate placed the number of people outside the University reached by the extension work at 25,000. While this does not represent by any means all that can be done in Alberta it does indicate that some effort is being made to extend the influence of the university.

The direction and control of extension work in the



University of Alberta is in the hands of a committee working directly under the Senate of the university and reporting to it. The President of the university is the chairman of this committee and the secretary of the department of extension is its executive officer.

The appropriation for extension is made upon a percentage basis, approximately ten per centum of the current expenditure being devoted to this purpose. By this means the development of a consistent policy of expansion keeping pace with the growth of the province and the university is made possible.

Cordial appreciation is shown in many quarters of the efforts which are being made to bring the people's University into close touch with the public throughout the province.

Mention should be made of the extra-mural work being done by Robertson College, the Presbyterian theological college affiliated with the University of Alberta. Correspondence study courses are offered for the theological students and recently the work of this nature for the entire Dominion of Canada has been handed over to this institution.



V

Some questions naturally arise as to the present results and future trend of the university extension movement.

There is a disposition in some quarters to regard the extension lecture as a form of entertainment. Naturally a university professor objects to having his efforts so regarded, but on the other hand it would seem to be not altogether a bad thing for the professor to have to pay some attention to the attractiveness of his manner of presenting knowledge, as well as to the accuracy of his statements of fact. While no one would wish university education unduly cheapened, it is quite certain that many university classes would be better served by their instructors if these latter were required as part of their training to deliver a number of lectures to popular audiences. The experiment might be rather hard on the audiences but would undoubtedly be good for professors and the students they would later be called upon to instruct.

A more serious consideration is that of the educational value of single lectures. There is no question in the minds of close observers that the practice of giving single lectures in communities or groups of more



or less unrelated lectures by different men is a passing phase of extension work. These lectures serve the double purpose of stimulating interest in intellectual pursuits and of bringing the university instructors into more intimate touch with the conditions and people of the community they serve. While this last result has a value which can scarcely be over-estimated it must be kept in mind that the goal of the lecture work is the organization of definite courses of study upon lines similar to those of the tutorial classes of the W. E. A. movement in Great Britain.

The value of correspondence study has unquestionably been demonstrated and present indications are that the university which does not make some attempt to meet the demand for this type of teaching will soon be considered archaic in its view-point and methods.

What has been accomplished through the debating and public discussion and general welfare work of different universities does not begin to represent the opportunity for service of this kind which every university possesses. It means that if this opportunity is realized the public mind can be advanced a half a century at least in its point of view on many problems of general interest. Instead of the trite saying that





what the universities think the people will think fifty years hence being even measurably true, a new standard of the effectiveness of university work would be set up. The present state of the public mind should reflect directly what the leaders of thought are engaged upon.

The travelling library and art collection have an educational value which is only beginning to be realized. There is unlimited opportunity for the expert in the development of this work. What it means to a community to have the best literature of the past and present being freely circulated among the people can only be dimly understood. Sometimes we are asked, Why is it necessary for the university to undertake such work? The obvious answer is that the function of the university is to lead the way along intellectual lines and one of the most valuable types of leadership is that which indicates where the treasures of the mind are to be found and puts them within the reach of those who need but to be introduced to them to become appreciative possessors. When in a semi-rural community where it has not been possible to establish a public library, a travelling library of fifty volumes has a circulation of two hundred and fifty in four months, and as a result of its popularity the people



are now asking why they have not long ago had a library of their own, and are taking steps to secure one, it is high time some institution assumed the leadership in encouraging the taste for reading. And this is not an isolated case in the province of Alberta.

Again there is the opportunity for utilizing the most valuable educational devices which have been discovered recently, the projection lantern and the moving picture machine. Teachers and leaders everywhere are deploring the moving picture craze when they should be hailing it as an ally, capable of rendering useful assistance. A start has been made in Alberta as well as elsewhere by collecting educational lantern slides, but as yet the path has only been blazed. One of the greatest openings for service lies along the line of redeeming and improving the amusements and recreation of the people.

At the risk of being monotonous I must once more repeat that there is no reason to suppose that nearly all educational devices have been discovered and the extension worker occupies a unique position in that he is hampered by no hard and fast traditions. In the humble opinion of the writer more can be accomplished



by means of university extension work towards fusing the varied elements in our population and producing the most virile type of national life than by any other means, unless it be the public school, and the latter can only do its best work in closest co-operation with the university, and the agent for co-operation is the university extension movement.

Magnum opus est: sed nil desperandum.











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